

Memorial School Remote Learning Assignment Board
Week 7: May 4th to May 8th
Grade Level 8

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.

Teachers you can contact for Support

Mrs. Houston (Math) – nhouston@d158.net

Mrs. Maddox (Math) – tmaddox@d158.net

Ms. Kemp (Special Education) – akemp@d158.net

Mrs. Lundgren (ELA) – mlundgren@d158.net

Mrs. Perry (ELA) – aperry@d158.net

Mrs. Shackleton (ELA) - nshackleton@d158.net

Mr. White (Social Studies) – jwhite@d158.net

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Mrs. Yanke (Science) – kyanke@d158.net

Mr. Faughn (PE/Health) – jfaughn@158.net

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Mr. Miller (PE/Health) - mmiller@d158.net

Mrs. Arseneau (LRC/Reading) – narseneau@d158.net

Mrs. Schab (STEM) – mschab@d158.net

Mrs. Newton (Technology) – lnewton@d158.net

Mrs. Alexa (Character Education) – salexa@d158.net

Mrs. Kooy (Enrichment) – vkooy@d158.net

Mrs. Vance (Rtl Reading) – dvance@d158.net

Mr. Becker (Music) – mbecker@d158.net

Mr. Luming (Social Worker) – sluming@d158.net

Mrs. Patel (ESL) - tpatel@d158.net

Mrs. Rivera (Art) - drivera@d158.net

Math (MAKE SURE TO SHOW ALL OF YOUR WORK)				
May 4th	May 5th	May 6th	May 7th	May 8th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p><u>Food Activity</u> This activity will be done every day this week.</p> <p>Write down everything that you eat for the day and document the amount of calories, sugar, and sodium.</p>	<p><u>Food Activity</u> Write down everything that you eat for the day and document the amount of calories, sugar, and sodium.</p>	<p><u>Food Activity</u> Write down everything that you eat for the day and document the amount of calories, sugar, and sodium.</p>	<p><u>Food Activity</u> Write down everything that you eat for the day and document the amount of calories, sugar, and sodium.</p>	<p><u>Food Activity</u> Write down everything that you eat for the day and document the amount of calories, sugar, and sodium.</p> <p>Ms. Kemp's Math Class lxl.com Week 7: Level F (O.6, O.9)</p>
Reading (Students should be reading 20 minutes a day)				
May 4th	May 5th	May 6th	May 7th	May 8th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p><i>Close read, annotate, and use the text below to complete the activities for the week:</i></p> <p><u>Brotherly Love</u> By Brad Kohles</p> <p>"Whose turn is it to bag the papers?" yells Dad. "I did it last time." "No, I did it, you liar." "Uh huh." "Yes, I did. It was right before vacation." "No, because I did."</p>	<p>1. What is ironic about the last sentence (and title)? 2. What is the rule for paragraphing dialogue? 3. Quote examples of the following comma rules: a. Direct address: b. Introductory word:</p>	<p>1. Why is "Dad" capitalized and "brother" is not? 2. What could be considered a symbol in the piece? Of what could it be symbolic? 3. Read the poem to someone. 4. Write a paragraph summarizing the poem.</p>	<p>Write a dialogue (of at least 50 words) that represents a 'typical' day at your house. Observe proper rules for paragraphs, punctuation, etc. You may use 'speaker tags' (e.g., "yells Dad.")</p>	<p>Pick a book of your choice or continue your book from last week. Identify any internal or external conflicts the main character is facing.</p>

<p>“You’re full of it.” “Do the newspapers, Brad.” “Darn it!” Typical day at my house. My brother and I express our brotherly love for each other daily.</p> <p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 4 Day 16 Read “The History of Rock and Rap” article View Video “From R&B to Rock” Complete Compare/Contrast Questions in Teaching Resources</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 4 Day 17 Read “A Viking Discovery” article View Video “Who Were the Vikings” Complete Map Skills: The Viking Trail Questions (1-10)</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 4 Day 18 Read “The Railroad That Changed America” article View Video “5 Ways the Transcontinental” Complete Map Skills Questions: The Transcontinental Railroad (1-10) Quiz: Know the News: The Railroad That Changed America (1-10 select PDF)</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 4 Day 19 Read “The Legacy of Gandhi” article Complete 2nd activity: Continue the Learning Journey (write one paragraph, 5-7 sentences)</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 4 Day 20 Read “Mural Connection” article View Video: One Blue Sky Complete: Continue the Learning Journey 2nd Question</p>
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Language Arts / Writing

May 4th	May 5th	May 6th	May 7th	May 8th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
IXL P.1 and P.2 8 th Grade 100%	Use the following prompt to create a 5-paragraph essay for the remainder of the week: <i>Should students be required to wear school uniforms?</i> 1.) Create a brainstorming list using brain questions. 2.) Create a KWO	Work on your rough draft. Include a three-point thesis statement, transitions, topic sentences, dress-ups, sentence openers, and correct grammar, spelling, and punctuation.	Finish your rough draft. Revise your rough draft.	Write your final draft.

Science

May 4th	May 5th	May 6th	May 7th	May 8th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
Define predator, prey, food web, food chain, organism, ecosystem	Draw an ecosystem with at least 5 plants or animals	Create a food web	Go outside and observe the ecosystem, log your observations	Review 6.1/6.2 on discovery education

Social Studies

May 4th	May 5th	May 6th	May 7th	May 8th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
If you were told you had five minutes to gather as many things from your house and you did not know when you were coming back to your house, what things would you take and why?	What are three types of jobs that were created at the start of World War II? (Hint: how are they going to make weapons)	What feelings did the German people have that would lead them to start WWII. Remember the punishments at the end of WWI.	What is the meaning of war? Explain your answer in five or more sentences.	Go to foxnews.com, look up an article, and write ten facts about that article.

Encore				
May 4th	May 5th	May 6th	May 7th	May 8th
<p style="text-align: center;"><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>Put the following units of computer memory in order from smallest to biggest:</p> <p style="text-align: center;">Megabyte Bit Gigabyte Byte Terabyte</p> <p style="text-align: center;"><u>STEM CHALLENGES</u></p> <p>Looking for something new challenges? Try these!</p> <p>TOY PARACHUTE CREATION:</p> <p>Using supplies, you find around the house, create a parachute and attach it to some small weight.</p> <p>Go outside and throw it up in the air and see how long it takes to land. Can you get it to float longer?</p> <p>THE HOUSE CHALLENGE:</p>	<p style="text-align: center;"><u>Music Activity</u></p> <p>Watch a YouTube video on how to compose your own song. Using any item from your household, create a song with at least 4 different sounds and rhythms.</p> <p>JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY QUESTIONS FOR MR. BECKER OR MS. RUMBLES!</p> <p>CODE: rhe7gv</p> <p style="text-align: center;"><u>STEM Activity</u></p> <p>Watch a movie or tv show and list 15 examples of technology that you see in what you are watching. Remember to list the show or movie you are watching.</p> <p style="text-align: center;">JOIN THE REMOTE LEARNING STEM CLASSROOM FOR ANY QUESTIONS FOR MRS.</p>	<p style="text-align: center;"><u>Art Activity</u></p> <p>Draw something that should have been invented by now.</p> <p>(Visit our class website to upload your work, ask questions, or to check out other Art resources. (www.mjrhsart.weebly.com))</p> <p style="text-align: center;"><u>Technology Activity</u></p> <p>What do each of these domain names stand for? Use Google.com</p> <p style="text-align: center;">.com .edu .net .org .gov .mil</p>	<p style="text-align: center;"><u>Character Ed Activity</u></p> <p>Explain in a paragraph about a time when you or someone you know did the right thing in a <u>difficult</u> situation. What made it hard to do the right thing? What was the result of this situation?</p> <p>NOTE: It can be about something you saw or heard on the news.</p> <p style="text-align: center;"><u>Spanish Activity</u></p> <p>Using your phone, find a Spanish-English dictionary. look for the following words in English, write them on a sheet of paper and then translate them to Spanish: Commands Answer. Repeat. Attention! Respond. Close. Silence! Come in. Sit down. Copy. Take out. Get up. Tell me. Leave. Turn around.</p>	<p style="text-align: center;"><u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i></p> <p>Music: Visit the website link: https://www.ted.com/search?q=music</p> <p>View any of the videos provided to learn about all aspects of music in our world.</p> <p><u>Art</u>: Make a poster advertising a book.</p> <p>(Visit our class website to upload your work, ask questions, or to check out other Art resources. (www.mjrhsart.weebly.com))</p> <p style="text-align: center;"><u>Spanish Challenge Activity</u></p> <p>Using the Spanish vowel sounds you learned earlier, practice telling people in your family the commands you wrote yesterday.</p>

Using a deck of Uno cards, playing cards, or even index cards build the tallest house you can.

BEDROOM CHALLENGE:

Organize your bedroom closet to be more efficient in getting ready in the morning. Your goal is to reduce the time it takes you to find things to increase your productivity.

SAVE LAKE MICHIGAN:

You are interested in saving marine life in Lake Michigan from all the trash that ends up there. Your task is to build a prototype of a device that can help solve the trash problem in the lake. Use supplies you can find at home.

GLIDERS:

Using 3-4 sheets of paper and some tape, create a glider that will travel the longest distance! Have a family member build one too and see whose glider travels the farthest.

**SCHAB AND MR.
THOMPSON!**

CODE: iruqap

Listen. What?
Look. Write.
Open.
Pay attention.
Read.

PE/Health

May 4th	May 5th	May 6th	May 7th	May 8th
<p align="center"><u>Activity</u></p> <p>Jump using a real or imaginary jump rope for the duration of your favorite song. Were you able to jump for the entire song?</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>35 Jumping Jacks 25 Sit-ups 20 Mountain Climbers 20 Side-to-Side Jumps</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>20 High Knees 10 Burpees 15 Second Plank 10 Pushups</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p align="center">https://www.youtube.com/user/SuperMoejones/video</p> <p align="center"><u>s</u></p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p>	<p align="center"><u>Activity</u></p> <p>-Journal food and drink for the day and answer the following questions</p> <p>Dietary guidelines per day</p> <p>Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p>Questions</p> <ol style="list-style-type: none"> Which food group did you eat the correct amount of? Which food group did you eat too much of? Which food group did you not eat enough of? What can you focus on next week to make sure you eat the proper amount for each food group?

Optional Technology Activities – Please use if the internet is available to your family.

Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Discovery Education	https://www.discoveryeducation.com/	See week 1	Watch 1 MythBusters Video
No Red Ink	https://www.noredink.com/	Students create an account	Access to approximately two hours of learning opportunities per day.
Art for Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
Typing.com	Typing.com	NA	Learn to type for free!
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjIvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	https://www.tumblebooklibrary.com/	Free Trial	Selection of books to read and complete AR Tests
Instructional Videos by Mrs. Newton	How to Access MS Word https://www.youtube.com/watch?v=aJ2TE-N4O44 Downloading from the Internet https://www.youtube.com/watch?v=zdSSWJKTMsY MS Word Tips	No Log in Required	Instructional Video

	https://www.youtube.com/watch?v=dQ31LhAy-iM		
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How to access Tumble Books

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on tumble books library
5. Click the top left corner and a drop-down menu will be displayed.

Recommendations:

1. Middle school students, click eBooks
2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

OR

1. Click on eBooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

OR

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?

- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Fiction/Nonfiction

Setting:

What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc.

In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

Characterization:

Who is/are the main character(s)?

Who or what is the protagonist/antagonist?

In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?

Do the characters change or remain the same (static/dynamic characters)?

Conflict:

What is the conflict in the story (internal/external)?

If it is an external conflict, identify the type of external conflict and between which characters?

Examples: man v man, man v nature, man v society, man v. technology, man v animal

Climax:

When does the climax take place? (the most intense part of the story)

Resolution:

How does the story end? In what was is the conflict ultimately resolved?

Point of View (POV):

Who is telling the story? Through whose eyes is the story being told.

Nonfiction:

How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast

Analyze the text features. What information does the text features provide to help you understand the text/story?

Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.

What connections can you make between this text? Text-to-text, text-to-self, text-to-world?

What did the author want to accomplish by writing this text?

Dear Parents and Caregivers,

We are providing you with free at-home access to our online learning programs ABCmouse, Adventure Academy, and ReadingIQ while your child's school is closed. These research-based educational programs include thousands of digital learning activities, and they can help preschool, pre-k, elementary, and middle school students keep learning while schools are closed.

All three programs can be used on computers, tablets, and smartphones, and you can add up to three children per account!

How to Get Your Free Accounts

Click on the link below for each program that you wish to provide to your child/children:

1. Click on the link below for each program.
2. Enter this School Code: .
3. Create an account using your personal email address and a password of your choice.



For Children in Preschool Through 2nd Grade

www.ABCmouse.com/redeem



For Children in 3rd Through 8th Grade

www.AdventureAcademy.com/redeem



For Children in Preschool Through 6th Grade

www.ReadingIQ.com/redeem

(Internet access is not needed after ReadingIQ is downloaded.)

If you have questions or need help with using your School Code, please email Customer Support at Support@AofL.com.

With our best wishes,

The Age of Learning Team

Estimados padres y cuidadores:

Le estamos proporcionando acceso gratuito en el hogar a nuestros programas de aprendizaje en línea ABCmouse, Adventure Academy y ReadingIQ mientras la escuela de su niño está cerrada. Estos programas educativos basados en la investigación incluyen miles de actividades de aprendizaje digital, y pueden ayudar a los estudiantes de preescolar, prekínder, primaria y secundaria a seguir aprendiendo mientras las escuelas están cerradas.

Los tres programas se pueden usar en computadoras, tabletas y teléfonos inteligentes, ¡y puede agregar hasta tres niños por cuenta!

Cómo obtener sus cuentas gratuitas

Haga clic en el enlace a continuación para cada programa que desee para su niño o niños:

1. Haga clic en el enlace a continuación para cada programa
2. Ingrese este código escolar:
3. Cree una cuenta con su correo electrónico personal y una contraseña de su elección



Para niños de preescolar hasta 2º grado

www.ABCmouse.com/redeem



Para niños de 3º a 8º grado

www.AdventureAcademy.com/redeem



Para niños de preescolar hasta 6º grado

www.ReadingIQ.com/redeem

(No se necesita acceso a Internet después de descargar ReadingIQ.)

Si tiene alguna pregunta o necesita ayuda para usar su código escolar, envíe un correo electrónico a Atención al cliente a la siguiente dirección: Support@AofL.com.

Con nuestros mejores deseos,

El equipo de Age of Learning